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ABSTRACT

A lead article, Approaches to Values Education, written by Douglas Superka, lists six problems and describes eight approaches to teaching values education. These appraoches include evocation, inculcation, awarness, moral reasoning, analysis, clarification, commitment, and union. Other inclusions in the newsletter are: (1) announcement of new members on the SSEC Board of Directors, (2) SSEC participation in 1974 NCSS annual meeting, (3) progress report on the SSEC Innovation Project, (4) services available from SSEC's Resource and Development Center, (5) suggested materials for teaching ethnic studies, and (6) the ERIC Chess Board supplement. This issue of the supplement provides a bulletin board of activities and services at ERIC/ChESS. Included in this issue are the announcements of inhouse clearinghouse activities, announcements of resources, and selected RIE abstracts and Bicentennial resources. (Author/DE)

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SSEC

Social Science Education Consortium

NEWSLETTER

NUMBER 20

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APPROACHES TO VALUES EDUCATION

by

Douglas Superka

Douglas Superka, a staff associate with the SSEC, received an Ed.D. in values education from the University of California at Berkeley and has taught social studies and mathematics at the middle and high school levels. Superka is currently collaborating with Patricia Johnson, Professor of Education at Florida State University, on a publication focusing on values education approaches and analyses of values education materials. The book, entitled Values Education: Approaches, Problems, and Materials, *is scheduled for completion by the end of this year.*

Values education is currently one of the most exciting and explosive new developments in education. While educators have not completely neglected this area in previous decades, there has been in the last several years a spectacular upsurge of interest in and emphasis on "values" and "valuing" in education. This increased interest and activity has been extremely widespread on several dimensions, affecting the entire educational spectrum from elementary to graduate school.

In addition to teachers and students, values education has attracted the interest and involvement of psychologists, social psychologists, sociologists, philosophers, and political scientists. Their ideas have been communicated through books, articles, newsletters, films, workshops, conferences, inservice programs, education courses, and informal conversations. A wide variety of materials, including films, records, photographs, handbooks, and minicourses have been produced and distributed for the explicit purpose of facilitating the teaching of values and valuing.

SOME PROBLEMS OF VALUES EDUCATION

Several interrelated problems have, however, persisted or developed in the midst of this frantic, wide-ranging activity. These problems include (1) confusion and conflict over the meaning of the key terms used in values education—values and valuing; (2) lingering doubt on the part of many teachers, administrators, parents, and students concerning the role of schools in teaching values; (3) a generally inadequate level of teacher training in values education; (4) a tremendous influx of relatively inexperienced persons in the values education movement as conductors of workshops and developers of materials; (5) a lack of reliable, tested, usable, evaluation procedures and instruments to measure values development in students; (6) an overwhelming amount of curriculum and teacher background materials which have been and continue to be produced and disseminated.

It is this last problem to which this article is devoted. With the goal of alleviating some of the confusion over materials, a typology of values education approaches is presented and described below. First, however, the problem of definitions will be briefly addressed in order to clarify, for the purposes of this discussion, the meaning of values and valuing.

There is very little agreement among writers concerning the meaning of the terms values and valuing. Values have been defined variously as eternal ideas, moral emotions, standards of worth, beliefs about goodness or worth, and behavioral actions. Generally, most of these and other definitions incorporate the notion of values as criteria for determining levels of goodness, worth, or beauty which guide the thoughts, feelings, and actions of persons. For the purposes of this article, this "criteria" definition will be most appropriate. Examples of values would then include honesty, trust, personal privacy, security, freedom, imaginativeness, and rationality.

Valuing has been defined variously as the act of making value judgments, the process of analyzing value questions, exuding values, acquiring and adhering to values, the process of choosing, prizing, affirming, and acting the direct feeling of like or dislike, and the process of determining the goodness or worth of phenomena. In order to apply this term to each of the values education approaches, a general definition of valuing as the process of developing or actualizing values will be used.

EIGHT APPROACHES TO VALUES EDUCATION

The eight values education approaches considered here are evocation, inculcation, awareness, moral reasoning, analysis, clarification, commitment, and union. These approaches are described in terms of fundamental purpose and the teaching methods characteristic of the approach. A sample learning activity illustrating each approach is also provided.

This classification scheme should not be construed as an absolute system of rigidly separate categories into which all materials must fit. Rather, the typology should be considered a practical framework consisting of fundamentally distinct yet somewhat interrelated concepts. Using the typology as a grid through which to perceive the literature on values and valuing should help educators to assimilate and

comprehend the vast amount of materials in values education, to clarify the alternatives in making curricular decisions concerning the teaching of values, and to build a more comprehensive and effective program of values education.

1. Evocation

Purpose: The purpose of the evocation approach is to help students evince and express their values (personal moral emotions) genuinely and spontaneously without thought or hesitation. The process of valuing is one of feeling or emoting. Students are encouraged to make spontaneously free, non-rational choices.

Methods: Two of the teaching methods characteristic of this approach are to provide an environment which allows maximum freedom for students, and to present a provocative stimulus (picture, slide, movie, story, paragraph) for which spontaneous reactions are elicited. Students are not encouraged to label or to discuss reasons for their responses.

Illustrative Activity: There are no curriculum materials which totally and purely reflect the evocation approach to values education. The following activity would, however, be characteristic of this approach: The teacher shows a slide of starving Biafran children and then asks students to express their first reactions; there would be no time allocated for reflection or discussion.

2. Inculcation

Purpose: The basic purpose of the inculcation approach is to instill or internalize certain desirable social or human values into students. Valuing is considered a process of identification and socialization. Students are not encouraged to make free choices, but to act according to specific desirable values.

Methods: Positive and negative reinforcement and modeling are the two most effective methods of inculcating values. Inculcation can be accomplished directly and systematically (as in behavior modification) or indirectly and subtly by a teacher's natural actions and responses. Other methods include badgering, mocking, and providing incomplete or biased information.

Illustrative Activity: Some form of inculcation is manifested in nearly all curriculum materials. Substantive values such as honesty and respect for authority are often directly instilled, as are process values such as rationality and intellectual curiosity. The following activity illustrates the inculcation approach: A class is discussing a situation involving a conflict over the values of winning and respect for authority, on the one hand, and compassion and human life on the other. In order to sway the students to the latter values the teacher ends the class by showing a slide of the Biafran children. Then he or she states that these children starved because Nigerian and Biafran leaders valued winning and respect for authority more than human life. The teacher is thus attempting to change the student's value positions to those deemed more desirable by submitting provocative evidence from only one point of view. Moreover, this has been done at a point in time where no further discussion is possible.

3. Awareness

Purpose: The fundamental purpose of the awareness approach to values education is to help students become aware of and identify their own values and those of others. Frequently, students are encouraged to share (discuss in a non-threatening, non-argumentative way) their values and value positions with other students. Students are not, however, urged to defend or argue about their value positions, to interrelate newly identified values with others in their value system, or to examine extensively their personal behavior patterns.

Methods: The primary methods used to stimulate value awareness are to present value-laden situations or dilemmas through readings, films, filmstrips, and role playing. Small group discussions, games, and simulations are also used. The content of the value situation does not usually relate directly to the personal lives of the students. Following the dilemma presentations, students are asked to react personally to the dilemma and to empathize with one or more persons involved. In doing so, students engage in the process of making inferences about values from the thoughts, feelings, beliefs, or behavior of themselves and others.

Illustrative Activity: Many values education materials use this approach and some, which profess to reflect other approaches (such as analysis or clarification) are, when carefully examined, actually using the awareness approach. An example of an awareness activity would be the following: During a unit on World War II the teacher shows a film depicting Nazi war crimes. Students are then asked to do a "Here and Now Wheel." This involves drawing a large circle on a sheet of paper and dividing it into four sectors. The students try to identify four of their most immediate feelings and to write them in the sectors. Then they choose one of those feelings and write a sentence describing it. At this point the students try to infer what value or values they are displaying by such feelings. The activity is concluded by dividing the class into groups of three in which feelings are shared and values clarified.

4. Moral Reasoning

Purpose: The moral reasoning approach to values education attempts to stimulate students into developing more complex patterns of moral reasoning. Kohlberg's (1973) theory of six stages of moral development is the framework most frequently used in this approach. Students are urged to justify their positions in an effort to move from one stage of reasoning to another; for example, from a stage three "good boy-nice girl" orientation to a stage four "law and order" level of reasoning.

Methods: The technique most characteristic of the moral reasoning approach is to present a hypothetical or factual value dilemma story which is then discussed in small groups. Through a short reading, filmstrip, or film students are presented a story involving one or more characters confronted with a moral dilemma. Students are urged to state a position as to what the person in the story should do and to provide reasons for this position. The class then breaks into small groups to discuss their value positions, with the teacher asking questions to test their reasoning. After the group discussion, the students consider their positions once again to see if they have maintained or changed their viewpoints. By exposing students to higher levels of reasoning through group discussion, Kohlberg's research indicates that students will

be stimulated to reach the next stage of moral development.

Illustrative Activity: Only a few sets of materials attempt to incorporate the moral reasoning approach into their methodology. The following activity from Galbraith and Jones (1974) illustrates this approach: The students read a short story describing "Helga's dilemma"—should Helga hide her long time Jewish friend, Rachel, from the Nazi Gestapo or turn her away. The students are asked what Helga should do and why. Then they break into groups to discuss their reasoning. The teacher proposes alternative dilemmas (e.g., suppose Helga had only met Rachel once and did not know her well. What should she do then?) and asks other probing questions such as "Should a person ever risk the welfare of relatives for the welfare of friends? Why?" Through discussion and reflection students are encouraged to express a reasonable value position rather than to come to a consensus by adopting other points of view.

5. Analysis

Purpose: The analysis approach, similar to that of moral reasoning, emphasizes rationality. The essential purpose of value analysis to help students use logical thinking and scientific investigation procedures in dealing with value issues. Valuing is conceived of as the rational process of determining the goodness or worth of phenomena.

Methods: The teaching methods most frequently used in the analysis approach to values education are individual or group study of social value problems and issues, library and field research, and class discussions. Processes which are fundamental to value analysis include clarifying the value question, identifying the values in conflict, gathering evidence, determining the relevance and truth of purported facts, arriving at value decisions, applying analogous cases, and inferring and testing the value principle underlying the decision.

Illustrative Activity: Generally speaking, social science educators advocate the analysis approach above all others. With varying degrees of emphasis, this approach is reflected in many social studies materials which focus on values education. The following activity adapted from Metcalf (1971, pp. 50-54) illustrates this type of approach: A group of students are trying to decide whether or not welfare is a good thing. In order to help the students identify and clarify the value question in more specific terms, the teacher helps the class to re-state the question, for example, "Is it morally wrong for poor people to be supported by public funds through welfare programs?" Students then gather data on the issue and assess the truth of various purported facts. (Fact #1: People in Detroit receive a welfare check of $175 per month and have no jobs. Fact #2: Some people on welfare work hard even though they don't have jobs.) The relevance of these facts are then determined and a tentative value judgment made. Based on the choice of facts which influenced their decision, the value principle or criterion of the students can be inferred. Reasons for believing or not believing in this position are then probed and a new decision reached or the original one maintained.

6. Clarification

Purpose: The focus of the clarification approach is to help students use both rational thinking and emotional awareness to examine personal behavior patterns and clarify and actualize values. Students are encouraged to examine and become aware of their personal and social values, to uncover and resolve value conflicts, and to act according to their value positions and choices.

Methods: One method which typifies the clarification approach is the self-analysis reaction worksheet which usually consists of drawings, questions, and activities which stimulate students to think about themselves. Contrived and real dilemmas, value situations, listening techniques, songs, and creative tasks are also used in clarification.

Illustrative Activity: Many materials explicitly designed for values education reflect the clarification approach. Originally explicated by Raths *et al.* (1966) and amplified and refined by Simon *et al.* (1972) clarification is one of the most widespread and controversial approaches to values education. The "Twenty Things You Like to Do" strategy (Simon *et al.*, 1972, pp. 30-34) illustrates this approach:

a. List down the center of a sheet of paper 20 things you love to do.
b. Code the left side of the paper with the following:
   1) the date when you last did that activity
   2) "A" if you prefer to do it alone, "P" if you prefer it with people
   3) "S" if it costs more than $3 each time it's done
   4) "N5" if it would not have been on your list 5 years ago
   5) "M" or "F" if it would have been on the list of your mother or father
   6) "1-5" as you rank order those top five.
c. Answer these questions concerning your list:
   1) How recently have you done your top five?
   2) Which of your 20 do you wish you would do more often? How could you begin to do so?
   3) Would you share your top five with the class?
d. Choose one of your top five and write down 5 benefits you get from doing that activity.
e. Write five "I learned that I" statements.

7. Commitment

Purpose: The commitment approach to values education provides specific opportunities for students to engage in personal and social action in relation to their values. While both clarification and commitment encourage students to act on their value choices, the commitment approach also provides opportunities within the school and the community to engage in such actions individually and in groups. Another purpose of this approach is to stimulate students to perceive themselves not merely as passive reactors or as free individuals, but as interactive members of a social group and system.

Methods: The commitment approach uses all the methods of the previous approaches, especially those of analysis and clarification. Unique to this approach, however, is the action project which is used as a means to clarify and restructure one's value system and to ascertain the depth of commitment to one's values.

Illustrative Activity: Although no curriculum materials directly reflect this approach to values education, a number of educators are beginning to elaborate and apply the commitment approach. The following activity from Jones (1971,

pp. 26-29) illustrates this orientation: Students study the similarities and differences in merchandise and credit costs between low-income and middle-income neighborhoods through field research. After comparing and contrasting such differences on specific items such as radios and vacuum cleaners, the students discuss their results. Then they clarify how deeply they feel about their conclusions. The students are urged to consider and choose from among various alternatives of community action which would affirm the values reflected in their findings. If, for example, fraudulent and unfair practices have been uncovered and the student feels very strongly that these practices are wrong, he or she would choose one of the following action projects: (1) write and distribute a community "Buyer's Guide" describing product values and the cost of credit, (2) inform your neighborhood legal assistance office and inquire about the procedure for filing a class suit against the store or finance agent, (3) write a letter of complaint to local news media and government officials, or (4) use guerilla theater to dramatize fraudulent commercial practices.

8. Union

Purpose: The fundamental purpose of the union approach to values education is to help students to perceive themselves and act not as separate egos but as parts of a larger, interrelated whole—the human race, the world, the cosmos. Experiences are provided which stress the mutual interdependence of person and environment, thoughts and feelings, conscious and unconscious, body and soul, essence and existence.

Methods: Some of the techniques which can be used with this approach include transcendental meditation, prayer, Zen Buddhism, self-hypnosis, dream analysis, mind-expanding drugs, and active, symbolic imagination.

Illustrative Activity: There are no curriculum materials which embody the union approach to values education. Most of the materials dealing with spiritual values use the inculcation approach which instills values, thought to be derived from God, into persons. One activity that does reflect this approach is used in the confluent education program (Brown, 1971):

a. Close your eyes and relax. (pause)
b. Choose the first symbol that comes into your mind to represent your feelings. (pause) Picture it vividly. (pause) What does it tell you about your feelings? (pause)
c. Now choose a symbol for your mind. The first one you think of. (pause) Picture it vividly. (pause) What does it tell you about your mind?
d. OK. Now take one symbol in one hand and the other symbol in the other hand and imagine that you are walking along a road that gradually leads up a mountain. (pause) It's a bright clear day. Picture vividly what you see as you walk up the mountain. (pause)
e. The sun is bright and warm, but pleasantly warm. (pause) Now you are on top of the mountain. (pause) Picture the view vividly. (pause) Feel the warmth and brightness of the sun. (pause)
f. Climb down the mountain. (pause) OK, you're down.

Following the exercise a number of questions can be asked concerning the meaning of the symbols and the level of involvement achieved during the fantasy activity. Some of these questions might be: What were your symbols? What did they tell you about yourself? Did you feel the warmth and light of the sun?

CONCLUSION

Two decades ago few educators were urging or providing ways for directly dealing with values in the social studies classrooms. A decade later many social studies educators propounded eloquent, reasoned pleas for teachers to help students work with values and value issues in school. Few, however, offered any specific activities and materials to achieve that aim. Since then a plethora of curriculum and teacher background materials in values education have been developed and distributed. These materials now must be disseminated, comprehended, evaluated, and used more thoughtfully and effectively. The typology of values education approaches outlined in this article has been suggested as a useful framework to begin to achieve this goal.

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NEW SSEC BOARD MEMBERS

Hazel W. Hertzberg and Peter B. Dow have been elected to membership on the Social Science Education Consortium Board of Directors. As new members of the Board, they will assume the vacancies created by the death of Robert Fox and the expiration of James Becker's term of office.

Hertzberg has been a member of the Consortium since 1970. An Associate Professor of History and Education at Teachers College, Columbia University, she is presently on leave at the Smithsonian Institution where she is continuing her work in the history of American Indian affairs. Hertzberg holds an A.B. in economics from the University of Chicago and a Ph.D. in American History from Columbia University. Her publications include *The Search for an American Indian Identity: Modern Pan-Indian Movements* and *The Great Tree and the Longhouse: The Culture of the Iroquois.*

Dow is the Director of the Social Studies Program, Education Development Center, Inc., Cambridge, Massachusetts. He is an Associate in Education at the Harvard Graduate School of Education and has been a member of the Consortium since 1968. Dow received both his A.B. and M.A.T. from Harvard University. His curriculum publications while at the Education Development Center include *Black in White America*, a four-volume Black studies curriculum for high school students, and *Man: A Course of Study*, a year-long study of human behavior for upper elementary students.

THE ERIC ChESS BOARD

ERIC Clearinghouse for Social Studies/Social Science Education

New ChESS Directors and Clearinghouse Contract Competitions

Since September 1, ChESS has been piloted by two new directors: Irving Morrissett and James E. Davis. Previously the Associate Director of ERIC/ChESS, Irving is now our Director, replacing Bob Taylor, who became Acting Director in March. Jim is the new Associate Director of ChESS. This duo is most familiar to us. Both men are directors of the Social Science Education Consortium: Irving, the Executive; Jim, the Associate. In addition, Jim is a Visiting Assistant Professor of Economics and Irving, a Professor of Economics at the University of Colorado.

Under their leadership, we are competing for the 1975 ERIC Clearinghouse contract for Social Studies/Social Science Education. According to a National Institute of Education requirement, eleven other ERIC clearinghouses are also undergoing contract competition. They include: Higher Education; Urban Disadvantaged; Counseling and Guidance; Educational Management; Junior Colleges; Science, Mathematics, and Environmental Education; Tests, Measurement, and Evaluation; Early Childhood Education; Teacher Education; Rural Education and Small Schools; and Reading and Communication Skills.

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ChESS Reference Sheets

In order to help users requesting information, our Coordinator of Information Requests has compiled various reference sheets on frequently requested topics. Each sheet provides selected abstracts of ERIC documents in RIE, CIJE and lists related professional organizations, publications, journals, projects, and textbooks. In addition to receiving the references, the user also receives an EDRS order form, addresses of ERIC collections and computer services, a ChESS publications' list, an evaluation form, and an addressed envelope for the ChESS mailing list.

Presently, we have available free reference sheets on the following topics: K-12 social studies, legal education, ethnic studies, anthropology, political science and American government, economics and geography, psychology, and humanities. References on more topics will be developed according to demand.

If you are interested in this service, write our Coordinator of Information Requests, ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.

Contributors to this *ChESS Board* include Christine Ahrens, Nancy Dille, and Judy Hedstrom.

ERIC: WHAT IT IS, HOW TO USE IT A Skill Development Kit

ERIC: What It Is, How to Use It is now available. Containing three levels of activities, the Kit is designed to meet a variety of training situations. It acquaints users with the nature and purposes of the ERIC system and helps them develop the basic skills needed in doing an ERIC search.

The Kit provides the necessary materials and gives instructions for use. It includes: (1) three filmstrip/cassettes which present, first, an overview of the ERIC system and, then, depending on the user, focus on aspects of an ERIC search; (2) mock-up copies of the three main ERIC search documents--the Thesaurus of ERIC Descriptors, Research in Education (RIE), and the Current Index to Journals in Education (CIJE)--all of which are easily reproducible by the user; (3) worksheets to assist the user in learning about ERIC search procedures; and (4) a Coordinator's Manual which gives instructions on using the entire Kit.

All ERIC Standing Order Customers are eligible to receive a Kit free of charge by writing to James E. Davis, Associate Director, ERIC/ChESS. ChESS is taking orders from other requestors. Presently, however, these orders are being held pending a decision by Central ERIC regarding distribution of the Kit.

U.S. Congress Handbook, 1974

The *U.S. Congress Handbook* for 1974 is an inexpensive resource for teachers and students interested in the members and the activities of the 93d Congress. Pictures, biographies, staff aides, committees, subcommittees, and the state offices for each House or Senate member are listed. In addition, brief articles are dispersed throughout the handbook, covering a variety of topics: the Watergate influence, presidential impeachment, the Agnew resignation, women in Congress, procedural reforms, Blacks in Congress, a bill's procedure, and leadership-power in Congress.

Costing $2.25, this 4" X 9 3/4" paperback can be ordered from Congress Handbook, P.O. Box 566, McLean, Virginia 22101.

NCSS Yearbook

This year's National Council for the Social Studies (NCSS) Yearbook is entitled *Teaching American History: The Quest for Relevancy*, edited by Allan Kownslar. Distributed in August, the 11-chapter volume contains teaching units with sample lessons and reproducible student materials on such topics as the conditions of life during the Civil War, the woman's movement, and the melting-pot myth. The 1974 Yearbook appears in a new size, 8" X 9¼", and can be ordered from NCSS, 1201 Sixteenth St., NW, Washington, D. C. 20036 (paper, $6.95; cloth, $7.50).

A Sourcebook for Substitutes and Other Teachers

A Sourcebook for Substitutes and Other Teachers (1974), by Miriam Freedman and Teri Paul, is a paperbound collection of various easy-to-use supplementary activities for secondary and, in some cases, intermediate students. All of the materials have been field-tested and can be used by substitutes, as well as regular classroom teachers, for all subject areas.

Through this book, the authors hope "to change the image of a day with a substitute from negative to positive," to supplement and enrich the standard curriculum, to add variety, to make learning fun, and to "establish an environment for student success."

Each activity stresses student involvement; whether it be for an individual student, a group, or the entire class. Some activities are "Quickies"; others are intended for a full class period. They have been categorized under the following titles: All Subjects; English; French; Spanish; Mathematics; Science; and Social Studies.

The book costs $6.00 and can be ordered from Addison-Wesley Publishing Company, Sand Hill Road, Menlo Park, California 94025; or any Addison-Wesley Regional Office.

Themes Two: One Hundred Short Films for Discussion

William Kuhns' *Themes Two*, a media resource book for secondary and higher education practitioners, identifies 100 short films that could be used to "underscore the concepts of a lesson; to illustrate the abstract; to communicate an idea, an attitude, an ideology; to inspire, stir, motivate; to study a culture; to provide vicarious experiences; to study the film media itself; to explore the old or the new."

In addition to presenting an annotated list of film distributors and an annotated bibliography, Kuhns describes each film in detail. He identifies the origin, the date, running time, director, and distributor. Some of the shorts described are *Animal Farm*, *Death of a Peasant*, *Free*, *The Red Stain*, *Warsaw Ghetto*, and *Legend Days Are Over*.

An in-depth synopsis accompanies each film description. Kuhn's synopsis of *Legend Days Are Over* reveals his poetic style: "Images of the Indian and the Indian's world: fingers around a pipe; fields and mountains; elk and buffalo and deer; exquisite close-ups of tracks in fresh snow, a dewy leaf, rivers coursing through great mountain gorges; yellow sky bleaching into the horizon. And over this, a haunting, reverberating soundtrack that may well come from an Indian dance. Impressions quicken, merge, blur: the Indian's world, the Indians' faces, the leaves, the fresh, untouched world--and the shadow of an airplane, a speedboat in foggy water . . ."

To further help the teacher, Kuhns cross-references all 100 titles in a thematic index under various headings, for example, Aggression, Environment, Future, Patriotism, Politics, Violence, and War. To order, contact Pflaum/Standard Publishing, 2285 Arbor Blvd., Dayton, Ohio 45439. Net price: $4.95.

New and Forthcoming Publications from ChESS

This list contains publications that ERIC/ChESS is producing October-December 1974. All the publications, with the exception of *Teaching Psychology in Secondary Schools*, can be ordered from the Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302. *Teaching Psychology* can be ordered from the American Psychological Association, 1200 Seventeenth St., NW, Washington, D. C. 20036.

Coping with Community Controversy: Guidelines for Introducing New Social Studies Programs. By A. Wells Foshay.

Geography in Elementary and Secondary Education: Tradition to Opportunity. By George Vuicich and Joseph Stoltman.

Implications of Different Curriculum Frameworks for Social Education. By Bruce Joyce.

Simulation/Games in Social Studies: A Report. By Katherine Chapman and James E. Davis.

Social Studies Dissertations: 1969-1973. By June R. Chapin.

State Accountability Activities and the Social Studies: A Nationwide Survey, a Proposed Model, and Some Guidelines. By Christine S. Ahrens, *et al.*

The Teaching and Utilization of Social Psychology in Elementary and Secondary Education: Present and Potential. By Ronald Lippitt.

Teaching Psychology in Secondary Schools. By Michael Wertheimer and Richard Kasschau.

Towards a Humane Curriculum. By A. Wells Foshay.

Trends in Pre-College Teaching of Anthropology. By Thomas L. Dynneson.

Values Education: Approaches, Problems, and Materials. By Patricia Johnson and Douglas Superka.

Utilization of New Social Studies Curriculum Programs. By Mary Jane Turner, *et al.*

Cable Television: A Handbook for Decision Making

At the request of the National Science Foundation, the Rand Corporation has compiled a cable television handbook for local decision making. Addressing educators, local government officials, citizens in communities, Walter S. Baer, the author and senior analyst at Rand, envisions cable television "turning into a genuine urban communication system, with profound implications for our entire society." The handbook provides timely, basic information about cable TV and "outlines the political, social, economic, legal, and technological issues a community will face" if choosing to use the system.

Published in 1974, this hardback can be ordered from Crane, Russak and Company, 52 Vanderbilt Avenue, New York, N.Y. 10017 for $11.00.

ChESS PIECES

The following ChESS Pieces were selected from the documents processed by ERIC/ChESS for the July and the August issues of *Research in Education* (RIE). ChESS Pieces with *MF* (microfiche) or *HC* (xerography) prices are available from EDRS, Computer Microfilm International Corp., P.O. Box 190, Arlington, Virginia 22210. Readers may find it useful to read the complete abstract in RIE before ordering the document from EDRS.

ED 088 726. *Modern Curriculum: English/Social Studies. Literature Views an Era of American Growth, 1840-1920.* By Greg Black. Kansas University, Lawrence, Extramural Independent Study Center. 1970. 68 pp. EDRS price: MF-$0.75; HC-$3.15, plus postage.
The document is an outline of a one-year correspondence course in American History for students at the secondary and college levels. The course objective is to provide the students with a picture of America's people during the late nineteenth and early twentieth centuries through the use of literature. The student is required to read a certain number of books of his choosing and to complete the lessons which pertain to each book. The lessons consist of writing or essay assignments. The course is organized around the following six units: the American West, Rural America, The Immigrants, Industrial and Urban America, Utopian America, and Political Problems. Each unit is prefaced by a general introduction and consists of two or three reading and writing assignments, followed by a bibliography of resource materials. Guidelines for independent study are included.

ED 088 754. *Social Studies Handbook, Kindergarten.* Ventura County Superintendent of Schools, California. 1971. 37 pp. EDRS price: MF-$0.75; HC-$1.85, plus postage.
The handbook outlines a course of study in social studies for kindergarten. The overall course objective is to teach children that people everywhere have certain basic needs and wants and that people meet these needs differently depending upon their environment and cultural level. Questioning techniques are used throughout the course. Questions are provided which develop student thinking competencies such as observation and data gathering, analysis, synthesis, prediction, and value-seeking. Suggested learning activities include drama or role-playing, games, art activities, and discussion. Some of the topics treated include food, clothing, occupations, study of how people live around the world, community helpers, animals, and ecology. Course objectives, instructional materials needed to meet objectives, teaching strategies, class activities, and evaluation criteria are provided for each topic.

ED 090 070. *Opt, The Magazine of People and Things. Teacher's Edition.* By Linda Scher, editor. May 1974. 39 pp. Subscription is available from Ginn and Company, 191 Spring St., Lexington, Massachusetts 02173. $2.50 per subscription, Teacher's Edition free with every classroom set of ten. EDRS price: MF-$0.75; HC-$1.85, plus postage.
OPT, a newsletter consisting of a student and a teacher edition, is published monthly during the school year. Emphasis is upon presenting information and materials on current topics of interest for junior and senior high school students. The periodical, announced here on a one time basis, is unique for the following reasons: (1) it is an inquiry-based student instructional periodical with application to a broad range of social science content areas; (2) the major articles are written by social science curriculum developers or high school teachers rather than by staff writers without classroom experience; and (3) the newsletter invites reader reaction through the feedback reply cards and questionnaires. In this issue students apply a cost-benefit analysis system to an urban technology issue, interpret graphic and visual descriptions of predicted urban growth and apply the concepts and data to examine urbanization in their own community, analyze issues of women's rights, learn about future planning careers, examine holography, create alternative futures, and analyze statements of their peers about social groups within the school. For each article, the overview section of the Teachers Guide lists the major discipline orientation, the major concepts, approximate instructional time, summary of suggested student activities, goals, questioning techniques, and follow-up activities. Lesson plans with objectives and teaching procedures are also included in this guide.

ED 090 072. *Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.* By Bob L. Taylor. March 1974. 13 pp. EDRS price: MF-$0.75; HC-$1.50, plus postage.
National Assessment, a systematic survey of knowledge, skills, and attitudes, provides educators and citizens with information on student achievement. The data-gathering model for the Assessment has yielded differences of various groups' performances in the area of political knowledge. These results seem to imply that the academic approach to the teaching of political knowledge is advantageous only to those with strong academic traditions and achievement motivation. Consequently, the existing goals of civics, the course in the social studies curriculum responsible for promoting political knowledge, seem to be less than successful. When the traditional concept of the "good citizen" is revised to that of the "evolving individual," new social studies goals arise compatible to the need for a more favorable socialization of children and for civics courses responsive to all groups of students. A school environment oriented to the changes called for by the implications drawn from the Assessment encompasses the following: the fostering of total student development; the creating of a self-actualizing situation for teachers; use of informal learning environments; the study of actual political models such as the school; the advancement of students toward affective, as well as cognitive, goals; and the opportunity for critical thinking and conflict resolution experiences.

ED 090 118. *An Analysis of Research Findings on the Use of Inquiry Teaching in the Social Studies during the Last Five Years (1967-1972).* By Colin J. Marsh. 12 pp. EDRS price: MF-$0.75; HC-$1.50, plus postage.
While inquiry teaching has been a popular term in the social studies literature over the last decade, empirical research appears to have paid little attention to specific inquiry models. All published papers and dissertations purporting to measure inquiry teaching for the five year period January 1967 through November 1972 are reviewed and analyzed in this paper. The major section of the paper presents details of the 28 studies reviewed. The analysis is based on results of experiments on inquiry teaching classified with respect to significance of results over other teaching methods, to inquiry situations and forms of evaluation, to criteria for selection of groups and group instructors, to sample size and period of time of experiments, and to experimental design and significance of results. While it is shown that the inquiry teaching method appears to be superior in terms of recall, transfer, and retention of data and in terms of developing specific skills in questioning and concept building, these results are described as tentative due to research deficiencies and lack of specificity about the nature of inquiry teaching as perceived and measured.

ED 090 129. *The American Slave Narrative: Dramatic Resource Material for the Classroom.* By Milton E. Polsky. 1974. 25 pp. EDRS price: MF-$0.75; HC-$1.85, plus postage.
Examples from American slave narratives offer demonstrative evidence that slave biographies and autobiographies deal with the worthwhile theme of the denial of and struggle for freedom. They contain exciting adventure plots consisting of mystery, romance, risk-taking, and disguises. Characters striving for freedom exhibit positive traits such as conviction, courage, and creativity. Dialogue and song lyrics contain humor and wit and often act as coded forms of resistance. The slave narrative genre offers compelling and inspiring resource materials, including colorful and varied locales of potential interest to young people. Suggestions are offered on how these materials can be integrated with a variety of classroom activities--music, art, writing, discussion, debate, dramatization, and dance. The story of the black runaway comprises one of the most meaningful chapters on American history.

The Bicentennial: Some Resources

Designated the primary Federal Government vehicle for planning and promoting Bicentennial Activities, the American Revolution Bicentennial Administration (ARBA) has published two valuable resources for those needing information for planning their own activities: the *Bicentennial Source Book* and the *Official Master Reference for Bicentennial Activities.*

The *Bicentennial Source Book* contains four sections that identify and describe the ARBA and Federal agency Bicentennial programs; state, local, and regional programs; national associations or organizations; business and industry activities; and minority group programs. Listing more than 2,000 separate Bicentennial programs and activities, the book provides a systematic, nationwide orientation to the Bicentennial and identifies opportunities for financial and technical assistance to those planning local programs. Special reports, regularly prepared and distributed through an UpDate Service, will keep the *Source Book* current. Published in a three-ring, plastic-covered hard binder, the book costs $45.00 and can be ordered from Leisure Information Service, 1740 N St., NW, Washington, D. C. 20036.

Published periodically by the ARBA, the *Official Master Reference for Bicentennial Activities* is "intended primarily for Bicentennial planning and coordination, and contains indexes and abstracts of the same project and event information cataloged by ARBA's BINET system." BINET (the Bicentennial Information Network) acquires, catalogs, and disseminates Bicentennial information, using a combination of manual and automated techniques and media. As of July 1974, through the BINET data base, 1,920 projects and 482 events have been cataloged. These are identified according to their theme, geographic scope, and location in the reference. Currently, two volumes are available and the third update is scheduled to appear this Fall. This paperbound volume can be ordered from the ARBA, 736 Jackson Pl., NW, Washington, D. C. 20276 for $5.00.

Robert B. Hartgue is the author of another book useful to Bicentennial planners on the regional, state, and local level. *Bicentennial USA: Pathways to Celebration* examines centennials celebrated by Americans and Canadians in the past twenty years. Case studies explore the patterns of these celebrations--their leadership, organization, and activities--and offer guidelines to planners. When looking at the programs, the author is "critical of celebrations that offer little but picnics, pageants, and parades and which fail to include *all* citizens. Instead, he suggests that planners 'must recognize man's search for identity, his needs for festivity, and his innate urge to create'--placing all in a context of deep awareness of the American heritage." Published in 1973, the book can be ordered from the American Association for State and Local History, 1315 Eighth Ave., South, Nashville, Tennessee 37203 for $7.95 hardback; $5.00, paperback.

The Peoples Bicentennial Commission is another source for materials on celebrating America's 200th birthday. For further information on its activities see the *ChESS Board* insert to the September 1974 SSEC Newsletter or write the Peoples Bicentennial Commission, Washington, D. C. 20036 and ask for their free introductory packet.

NAEP and the Social Studies

The National Assessment of Educational Progress (NAEP), an information-gathering project under the Education Commission of the States, surveys the educational attainments of young people (ages 9, 13, and 17) and adults (ages 25 through 36) in ten subject areas. Social studies, one of the areas nationally surveyed, is the subject of three NAEP publications: *Social Studies. Political Knowledge and Attitudes, 1971-1972*; *The First Social Studies Assessment: An Overview*; and *Social Studies Objectives: Second Assessment.*

Political Knowledge and Attitudes, written by Gerald L. Marriner and published in December 1973, presents NAEP results and discussions for the following categories: attitudes toward the underlying values of American society, knowledge of and attitudes toward constitutional rights, plus knowledge of the electoral process and the role of political parties. It can be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 as NAEP, Report #03-SS-01 for $1.05.

Published in June 1974, *Social Studies: An Overview* by Robert Crane lists NAEP results for social studies skills, knowledge, and attitudes. In addition, selected observations about the data are listed. This report can also be ordered from the Superintendent of Documents (see above) as NAEP, Report #03-SS-00 for $.90.

A third NAEP publication, *Social Studies Objectives* (1974), outlines the latest social studies objectives for 9-, 13-, and 17-year-olds and explains the process for developing them. It costs $1.00 and can be ordered from NAEP, 700 Lincoln Tower, 1860 Lincoln St., Denver, Colorado 80203.

The Power to Change

The Power to Change: Issues for the Innovative Educator, edited by Carmen Culver and Gary Hoban and published by McGraw Hill, is one volume appearing in a series on educational change sponsored by the Research Division of the Institute for Development of Educational Activities (IDEA). Appointed the educational affiliate to the Charles F. Kettering Foundation in 1965, IDEA selected 18 elementary and junior high schools in southern California--entitled the League of Cooperating Schools--to participate "in the design and testing of a new strategy for educational improvement." Books in the McGraw Hill series report "on the variety of human and organizational influences that operated within this new social system of schools."

The *Power to Change* examines the single school as a unit for change. The 11 chapters, written by research members of the IDEA, investigate variability at the building level in terms of principal leadership, teacher power, and accountability. In addition, the authors discuss the factors enhancing or limiting the ability of an individual school to change. Costing $8.95, this hardbound copy is available from McGraw Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020.

Other titles appearing in the series include *Teachers on Individualization: The Way We Do It* ($7.95), *Effecting Organizational Renewal in Schools* ($7.95), *The School in Transition* (forthcoming), *The Magic Feather Principle: A Strategy for Changing Schools* (forthcoming), and *The Conduct of Research in Schools: A Tidy Mind in the Untidy World* (forthcoming).

The four remaining Board members are Lee F. Anderson, Professor of Political Science and Education, Northwestern University; Richard H. Brown, Director, Committee on the Study of History, the Newberry Library, Chicago; Emily S. Girault, Associate Professor, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University; and Stanley P. Wronski, Professor of Education and Social Science, Michigan State University.

NCSS ANNUAL MEETING: SSEC PARTICIPATION

As participants in the 1974 National Council for the Social Studies (NCSS) Annual Meeting in Chicago, SSEC and ERIC/ChESS will be involved in the following convention activities. (Please note that time and place are included for only those sessions for which such information was available at the time of publication.)

Evaluation: Means to a Better Future. Special session, Friday, November 29th, 2 to 4:30 p.m., Private Dining Room 2, Conrad Hilton Hotel. A work session to help school personnel find and develop practical, useful ways of obtaining information for decision making with regard to students, faculty, materials, curricula, and other aspects of the educational process.

Analysis and Dissemination of Social Studies Evaluation Instruments and Procedures. College and University Faculty Association (CUFA) Clinic. A presentation on the overall progress of the Evaluation Project currently underway at SSEC. Discussion topics will include the place of evaluation within the general framework of the education system, teacher attitudes toward evaluation, the evaluation instrument collection effort undertaken by the SSEC, the analysis system designed by SSEC to evaluate instruments, and plans for developing an evaluation handbook useful for practitioners.

Extent of Use of New Social Studies Materials: A Quantitative Report of Utilization. Council of State Social Studies Specialists (CS_4) panel, Tuesday, November 26th, 2:45 p.m., Lower Summit Room, Conrad Hilton Hotel. A panel discussion on data obtained through two surveys on the use of new social studies materials throughout the country. The surveys were conducted by the School of Education, University of Michigan, and ERIC/ChESS.

Utilization of Innovation: Consequences for the Classroom. General session, Friday, November 29th, 2:00-4:30 p.m., Williford B, Conrad Hilton Hotel. A session to explore reasons for the use and non-use of new social studies materials and the application of these materials to traditional school curricula.

A Critical Appraisal of Those Characteristics Within School Districts Which Facilitate or Inhibit Innovation. CUFA Clinic. A presentation on the SSEC Innovation Project, involving the research efforts of eight members of the Consortium who are studying factors which hinder or facilitate social science curriculum change. Each member of the research team represents a different social science discipline and will discuss, from the perspective of his or her own discipline, the significant variables which foster or inhibit innovation.

ERIC/ChESS Acquisitions Network. Training session, Friday, November 29th, 12:00 to 2:30 p.m., Blackstone Hotel. An invitational luncheon to provide the ERIC/ChESS staff with the opportunity to become better acquainted with the members of the acquisition network and to train members in the acquisition and selection of documents for the ERIC system.

SSEC-ERIC/ChESS Booth. Booths 211 and 213, November 27th through November 30th, Conrad Hilton Hotel. Two adjoining booths in the publishers' exhibits at the Annual meeting will be manned by SSEC and ERIC/ChESS. The publications of the two organizations will be on display and there will be information brochures available on a number of their activities. Staff members will be on duty at all times to answer your questions, listen to your complaints and compliments, tell you how you can take advantage of the many services available through the two organizations, and just chat.

Staff members will also seek the cooperation of visitors in responding to the 4th CIN (Curriculum information Network) questionnaire, which deals with the nature and management of controversial issues in schools.

In addition to the above mentioned activities, there will be a number of workshops on how to use the ERIC system.

SSEC INNOVATION PROJECT: PROGRESS REPORT

The SSECs innovation study, funded by the National Science Foundation, is designed to examine the central question, "What are the characteristics of school districts that facilitate or inhibit social science curriculum and general educational innovation?" Three aspects of the study are especially interesting. First, it will utilize the special expertise and particular perspectives of six different social scientists, an historian, and an educator. Second, the investigation will consist of a broad, computerized, statistical analysis of school district characteristics and of several in-depth case studies of individual school districts. Third, the study will attempt to correlate the adoption and use of a specific number of innovative social studies materials with other general educational innovations, such as alternative schools, instructional television, team teaching, and sensitivity training. The results of this research effort should provide a multi-disciplinary, holistic view of the factors which relate to school innovation.

The investigators who are cooperatively working on this research project include a psychologist (John K. Bare, Carleton College), an historian (Richard H. Brown, Newberry Library), a sociologist (J. Ross Eshleman, Wayne State University), an educator (Geneva Gay, Association for Supervision and Curriculum Development), an economist (Peter Senn, Wilbur Wright College), a geographer (George Vuicich, Western Michigan University), an anthropologist (James B. Watson, University of Washington), and a political scientist (Harmon Zeigler, University of Oregon).

These investigators have been largely responsible for designing the study. They will participate in both the statistical analysis and the case study aspects of the investigation. Presently, they are selecting variables from two sources to be considered in the computerized analysis. One source is the National Center for Educational Statistics (NCES)

School District Fourth Count Tape. This contains 1970 Census Bureau data on social and economic variables such as income, enrollment, drop-out status, ethnic status, migration, and occupation for each U.S. school district with an enrollment of 300 or more and for a sample of smaller districts. The other source is a lengthy questionnaire embodying over 400 variables which was administered to a random sample of 100 school boards and superintendents as part of an earlier study by the Center for the Advanced Study of Educational Administration at the University of Oregon. Additional variables not included in these two sources but considered important by the investigators will be examined in the study. These may include innovations selected from a list of 43 educational innovations described in *A Consumer's Guide to Educational Innovations* (Mortimer Smith *et al., Basic Books,* 1972). Others will be suggested by the individual investigators.

The following procedure will complete the computerized aspect of the study:

1. Joint computerization of the two sets of data (NCES tapes and the school board study tapes) by Professor Zeigler at the University of Oregon.
2. Construction of a questionnaire to obtain data on the additional variables by Professors Eshleman and Senn.
3. Mail administration of the questionnaires to the 100 school districts.
4. Collection and organization of that data and superimposition of it on the computerized data.
5. Computerized statistical analysis of the total bank.

The results of these analyses should provide some measure of the rate of social studies curriculum adoption and use of general innovation for each district and some indication of the interrelationship among those measures and other school district characteristics.

From a sample of 100 districts, six will be selected for intensive field study by the eight investigators. Three of the districts will be those rated high in adoption, use, and innovation, and three will have low ratings on these measures. The data from these case studies will be gathered in early 1975. It is hoped that the information obtained from this aspect of the study will extend or verify the conclusions from the computer aspect of the study and will provide a rich source of new hypotheses concerning the factors related to school district innovation. In mid-July 1975 the results of the computer analysis and the field studies will be written up by the eight investigators. This final report will be published and made available to the public around the end of August 1975.

SERVICES FROM THE RDC

The Resource and Demonstration Center (RDC) at the Educational Resources Center in Boulder, Colorado, houses the joint collection of SSEC and ERIC/ChESS. The RDC's fast-growing library consists of the complete ERIC microfiche collection and over 14,000 other documents: games and simulations, textbooks, multimedia kits, curriculum project materials, state and local curriculum guides, educational journals and newsletters, professional books on social science education, publishers' catalogues, and a comprehensive resource file on institutions and organizations in social studies.

Both a library facility and training center, the RDC is serving a variety of educational needs through its Visitor Workshop Program, Information Request Service, and Consultation Program.

The RDC is open to everyone Monday through Friday each week from 8:00 am to 5:00 pm. "Drop-in" visitors, most of whom are K-12 teachers, are averaging 25 a week.

Since March, the staff has conducted over 30 Visitor Workshops at the RDC facilities. Many of these have been conducted for Colorado teachers. Among the Colorado districts represented were Cherry Creek, Colorado Springs, Adams County District #20, Englewood, Denver, and Littleton. Educators from all over the country participating in these hands-on workshop sessions included 125 teachers and professors from the Taft Institute Seminar, the University of Colorado Science Supervisor's Leadership Training Program, and SSEC Leadership Training Program, all of which were held this summer in Colorado.

Workshop participants spent from two hours to two days working with RDC staff. Demonstration lessons on anthropology, values education, and simulations and games were described by teachers as "very worthwhile," as "concise and interesting," and as providing "practical information." By viewing and participating in the new, activity-oriented filmstrip program *ERIC: What It Is, How To Use It,* the educators were made aware of and trained to retrieve the many educational documents available through the ERIC system.

Those who wish to keep abreast with changes taking place in the social studies but are unable to visit the Resource Center are actively using the Information Request Service and the Consultation Program. Since March over 150 letter and phone requests have been received. Because of the many requests for resource materials on minorities, economics, sociology, values education, American government, and legal education, bibliographies on these topics have been compiled.

For a fee, SSEC staff will travel to school districts to demonstrate and train educators in the use of curriculum materials. Recently, school districts in Arkansas, Iowa, New York, and Colorado have participated in this Consultation Program.

For information on RDC services, write Resource and Demonstration Center, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302, or call (303) 492-8155.

SSEC NEWSLETTER RENEWAL

You will soon be receiving a postcard asking if you wish to continue your free subscription to the *SSEC Newsletter*. Be sure to look for it, fill it out, and return it to us as soon as possible!

MATERIALS SELECTION

Ethnic Studies

The staff of the Ethnic Heritage Studies Project is currently analyzing resources relevant to teaching ethnic heritage in K-12. The following materials are suggested resources.

Voices of a Nation, by Janet E. Alleman and June R. Chapin, is an historical overview of American history based on primary source materials. Suitable for use in grades 8-12, the book may be used to supplement traditional U.S. history textbooks. The content covers social, practical, military, and economic history, foreign relations, minority cultures, and the future. Various ethnic and minority groups are accurately represented, including Native, Black, Chinese, Jewish, Mexican, and Italian Americans. (Addison-Wesley, 2725 Sand Hill Road, Menlo Park, California 94025; text: $3.90, Teacher's Guide: $1.50).

Learning about Peoples and Cultures, edited by Seymour Fersh, is a readable, well-illustrated, secondary orientation to understanding cultures and subcultures. Examples and relevant essays are topically grouped into five major categories: "Changing Views of Ourselves in the Universe"; "Seeing Each Other as Outsiders and Insiders"; "Considering Why Viewpoints Differ"; "Communicating with Each Other"; and "Perceiving Cultural Patterns in New Ways." Within the major categories, contributors of various ethnic backgrounds provide concise articles. A valuable introduction to human differences and similarities, this text could be used as the basis for a mini-course or as an introduction to a broader course on world cultures. (McDougal, Littell and Co., Evanston, Illinois 60204; text: $2.25, Teacher's Manual: $ .96).

The American Adventure Media Kit, developed by Richard E. Gross and John U. Michaelis, provides a thoughtful and effective introduction to ethnic heritage studies for intermediate level children. Though the kit is intended for use with The American Adventure textbook, it could be incorporated into any curriculum dealing with American history or ethnic heritage. Included in the kit are five filmstrips with accompanying records, a Teacher's Guide, and a packet of nine display prints. The filmstrips contain data on the German and Italian immigrations to America and on the history of Black and Mexican Americans. (Addison-Wesley, 2725 Sand Hill Road, Menlo Park, California 94025; Media Kit: $84.63).

Legal Education

The staff of the Colorado Legal Education Program has collected and analyzed a large number of legal education materials for students at all grade levels. The following resources are among those which seem most useful and informative.

The American Legal System (10-12) and *Justice and Order Through Law* (7-9) are recently released materials developed by the Cornell Law Program. The major focus of the materials is on the role of law in society. Each program contains five separately bound paperback booklets, each of which stress a particular theme. These themes are the need society has for law; the law as a social tool; the role and responsibility of citizens in the legal system; the processes of law; and the limits of law. The materials are based on an inquiry approach, using primary source material. A booklet can be taught in about three weeks. Used together, the 5 booklets of *The American Legal System* comprise the basis of a one-semester course for senior high students with average reading skills, while those of *Justice and Order Through Law* comprise a one-semester course for junior high school students. (Ginn and Company, 191 Spring Street, Lexington, Massachusetts, 02173; *The American Legal System*, text: $1.05 each or $4.95 per set of five, Teacher's Guide: $2.10; Justice and Order Through Law, text: $.75 each or $3.45 per set of five, Teacher's Guide: $2.10).

First Things: Values, developed by Guidance Associates, is a series of sound filmstrips based on Lawrence Kohlberg's work on the stages of moral development. The materials are designed to stimulate the child's power to reason by presenting open-ended dilemmas in which there are conflicting viewpoints about what is "right." There are six audio-visual kits in the program, each of which presents two dilemmas on a moral topic that has importance to primary age children. These topics include truth, honesty, fairness, rules, and ownership. The kits may be used together, or separately in any sequence. Each kit contains two or three color filmstrips, a 33-1/3 rpm record or cassette, and Teacher's Guide (Guidance Associates, Pleasantville, New York 10575; kit: $19.50 with record or $21.50 with cassette).

Fundamental Freedoms Program has developed a series of units to study the rights guaranteed by the U.S. Constitution. There are presently four kits available: *Fair Trial, Search and Seizure, Free Speech and Press*, and *The Right to Bear Arms*. Each kit includes an audio-visual component, 30 student Source Books, duplicating masters, and a Teacher's Guide. Attitude surveys, case studies, and questions for discussion are among the tools provided to illuminate the content. The Teacher's Guide suggests possible sequences which might be used to teach the concepts and provides background information for teachers as well as tests to evaluate student learning. The time required to complete each unit ranges from three to six weeks, depending on the needs and interests of the students. (Xerox Education Publications, Education Center, Columbus, Ohio 42316; each kit: $39.95).

Contributors to this issue included Douglas Superka, Janet Jacobs, June Ramos, Sharryl Hawke, Roxy Pestello, Regina McCormick, Robert Watford, and Karen Wiley.